

PSYCHOGENEZA WYOBRAŹNI

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PSYCHOGENESIS OF IMAGINATION

Summary. The following article is an attempt to answer a question of psycho-evolutionary mechanisms of the origins of imagination. It is assumed that the imagination is a representation of ideas coded in semantic memory – this assumption is justified by an idea of *lingua mentalis* and the imagination model of Z. Pylyshyn. The starting point of the analysis is a long-term memory model covering three areas: species memory, episodic memory and semantic memory. This model is used to analyse hypothetical psycho-evolutionary mechanisms which led to the emergence of imagination such as: learning processes, emotions and prototypical categorising of the world. This paper also points out to the role of working memory in the formation of visual representations. It presents a thesis that operating memory has a dynamical character – it allows to realise either recollections or images – mind representations with different time requirements.

WYDOBYWANIE WSPOMNIEŃ. ZAGADNIENIA METODOLOGICZNE

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EVOKING PERSONAL RECOLLECTIONS. METHODOLOGICAL PROBLEMS

Summary. The article shows some methodological aspects of evoking information from autobiographical memory. The ways of searching of individuals' autobiographical memories in empirical study are discussed. The different retrieval strategies are reviewed. Special attention is paid to the influence of the kind of instruction on the validity of retrospective reports.

ZNACZENIE KOMPETENCJI METAPOZNAWCZYCH NAUCZYCIELA W DOBIE REWOLUCJI INFORMACYJNEJ¹

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THE ROLE OF TEACHERS' METACOGNITIVE COMPETENCIES IN THE ERA OF THE INFORMATIONAL REVOLUTION

Summary. The main claim of the paper is that metacognition plays a major role in teachers' work. The theoretical background of the analyses is the one embracing a cognitive view in instructional psychology. The starting point is the specificity of social changes that happens between the last two centuries, called information revolution. Two qualitatively different outcomes of this revolution in various aspects of life, including education, are discussed and illustrated by N. Postman's statement „each technology is at the same time a burden and a blessing”. Following analyses are concentrated on chosen effects of the scientific and technologic development, and especially on the phenomenon of information overproduction. Next cognitive barriers in information processing, resulting from the functional properties of attention and memory, are presented. Problems in constructing own knowledge, a necessary condition of effective behavior regulation, are stressed. This regulation concerns every phase of human functioning, from orientation through planning and realizing action, to the assessment of its results. The main conclusion is that teacher's metacognitive competences are nowadays an especially important element of his/her work. While technology offers an unlimited access to information, only by a hard effort of the mind it is possible to transform information into knowledge, being an important element of individual's experience. Teacher's role is then to help students in planning and realizing their cognitive activity, which must include the selection of information, the connection of data from various sources and their integration with prior knowledge.

DYNAMIKA PROBLEMÓW ROZWOJOWYCH OKRESU DORASTANIA W ŚWIETLE MODELU JOHNA C. COLEMANA

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DYNAMICS OF SOME DEVELOPMENTAL PROBLEMS OF ADOLESCENCE IN THE LIGHT OF J. C. COLEMAN'S THEORY

Summary. Examined adolescent concerns over different relationships in a test of J. C. Coleman's focal theory of adolescence. Two concerns of the focal model: autonomy and loneliness are examined. The *PIA* and *SBS* Scales were administered to 803 12-19. yr olds. Estimated differences in four-phase grow-up division (12-13., 14-15., 16-17., 18-19. yrs). The general pattern of peak ages for Ss' interpersonal concerns provided support for the focal model. In detail: in the first age group showed significant high functional autonomy and the third age group showed significant high emotional aspect of loneliness. Findings strongly suggest that the changes in adolescent relationships are intimately linked to the general process and problems of individuation, as implied by the focal model. It should be pointed out, however, that important parts of the focal theory remain at present untested.

ROZUMIENIE POJĘCIA KOMPETENCJA EMOCJONALNA

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CONCEPT OF EMOTIONAL COMPETENCE

Summary. The article presents the results of the search for an answer to the questions: how may the concept of emotional competence be defined?, which of its components are more important?, how are these skills grouped? The first part describes origin, various depictions of the concept of emotional competence and includes author's own suggestions and its origin. The second part shows the differences in perception of emotional competence between psychologists and students. The final part contains a proposal of new understanding of emotional competence. Factor analysis of the rating data showed that 15 skills could be reduced to five factors.

ORIENTACJA PRZYSZŁOŚCIOWA MŁODZIEŻY

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ADOLESCENTS' FUTURE ORIENTATION

Summary. This article is to present a problem of future orientation development in adolescence. Future orientation is said to be a condition of life-goals forming by youth and making decisions on future. Considerations within this article are based on developmental – cognitive theories and on researches results. Theoretical and empirical analysis show that future orientation of youth aged 14-19 is in principle developed, which allows making decision concerning further future.